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Compostition I

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COURSE SYLLABUS

Fall 2018

Course Number: CRN#14190 ENGL 1301 ML1

Course Title: Composition I

Instructor's Name: Jennifer Cowgill

Office Number: MHS Campus

Office Hours: Tuesday, 8-8:30am, 10:30-12p.m.

Wednesday, 3-4:00 p.m.

Thursday, 10:30-12:30 p.m.

Phone Number: 972-837-4216

Email: jcowgill@collin.edu

Department contact in case of emergencies: Office of Academic Affairs, B122F, 214-491-6270

Class Information:

Section Number: ML1/ML2

Meeting Times: MTWTH 8:30-9:22

Meeting Location: Melissa High School 419

Course Description: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Course Credit Hours:

Lecture Hours: 3 hours per week

Lab Hours: 1 hour per week

Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent

Course Resources:

Textbook: Bullock, Goggin, and Weinberg, *The Norton Field Guide to Writing (with Readings and Handbook)*, 3rd ed., ISBN: 978-0-393-91959-2 (REQUIRED)
Grammar for College (provided)

Supplies: Writing materials, highlighters, access to Google Drive, one box of tissues, post-it notes and access to CANVAS.

State Mandated Student Learning Outcomes: Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes. (Teamwork, Communication Skills)
2. Develop ideas with appropriate support and attribution. (Communication Skills)
3. Write in a style appropriate to audience and purpose. (Communication Skills)

4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)
5. Use Edited American English in academic essays.

Additional Collin Outcome: Upon successful completion of this course, students should be able to do the following:

6. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Method of Evaluation: There will be a total of 1000 points available in this class. Your final grade will be determined using the following scale: 1000-900 points = A; 899-800 points = B; 799-700 points = C; 699-600 points = D; 599 and less = F.

Course Requirements:

1. **Essays:** Students will write four essays that respond to assigned topics that will be given to you in class. Each essay will require that you provide support for the claims you make about the topic. All evidence must be clearly attributed to sources and when specified, documented correctly using MLA format, including in-text citations and a works cited page. Essays must have a clear thesis, clear supporting evidence, and logical analysis and evaluation of evidence. Essays should be well organized and free of errors of grammar, punctuation, and mechanics. Essays must follow guidelines of standard MLA page layout. All essays must be typed and double-spaced with one-inch margins, using a standard 10-12 point font. The values of essays are as follows:

Essay #1 (Analysis—3-5 pages):	150 points
Essay #2 (Evaluation—4-5 pages):	150 points
Essay #3 (Research/Argument—5-7 pages):	200 points
Essay #4 (Reflection—3-4 pages):	100 points

All essays will be submitted through CANVAS and graded via *Turnitin.com*.

3. **Workshop:** Throughout the semester you will participate in activities including peer reviews, quizzes, grammar work, and individual writings as part of the preparation for final drafts of your essays. If you show up after an activity has started, you may not have the opportunity to participate in that activity, or you may only get partial credit for the activity, depending on how late you show up. If you leave and return during an activity or if you leave early during an activity and do not return, you may not get full credit for the activity. Individually, these assignments will be worth 10 points each. Collectively, workshop assignments will be worth a total of 100 points. In class activities cannot be made up under any circumstances; however, if there are more than 15 of these assignments, only the 15 highest scores will count toward your final grade.
4. **Argumentation Oral Presentations:** You and your group members will put together a 7-10 minute presentation in which you introduce your classmates to an assigned argumentative essay from your textbook. Your presentations should include some kind of visual element, such as a PowerPoint presentation. Video clips should be no more than 30-60 seconds long. In your presentation you will be expected to explain the main point of the essay you introduce, the article's most convincing claims and reasons, the most

convincing evidence provided in the article, and any logical gaps or inconsistencies you find in the article. Within your presentation, you should also make sure and direct your audience to specific passages within the text of the article. If you borrow information from any source, you must clearly identify where the information came from within your presentation. Along with your actual presentation, you must also turn in 1) an index card that includes a keyword outline of each group member's part of the presentation (presentations must not be read verbatim from a script), and 2) a typed paragraph (5-10 sentences) in which you explain and evaluate your part in preparing and presenting your presentation. Presentations will be worth 50 points.

5. **Grammar Presentations:** Starting in week three, you and your group members will put together a 5-7 minute introduction to one of the following grammar/punctuation issues: sentence fragments; comma splices and run-on sentences; subject-verb agreement; pronouns; parallelism; commas; semicolons, colons, and apostrophes. Your presentations should include some kind of visual element, such as a PowerPoint presentation. Video clips should be no more than 30-60 seconds long. Your presentation may be interactive and may require students in the class to respond to questions or work through problems, but it must also include a clear explanation of the topic and ways to fix or avoid errors. If you use information from any source, you must clearly state, within the presentation, where the borrowed information came from. Along with your actual presentation, you must also turn in 1) a note card that includes a keyword outline of each group member's part of the presentation (presentations must not be read verbatim from a script), and 2) a typed paragraph (5-10 sentences) in which you explain and evaluate your part in preparing and presenting your presentation. Presentations will be worth 100 points.
6. **Grammar Practice** Each Monday, you will complete work from the *Grammar for College Writing* textbook. This work is to be handwritten and as a collective grade they will be worth 150 points.
7. **Lab:** InQuizitive for Writers. See directions in Canvas. 100 points.

Attendance Policy: Attendance is crucial to your success in this class. If you miss class, you are missing material that you will be responsible for in your essays. It is your responsibility to be in class, and on those rare occasions when you are legitimately unable to attend, it is in your best interest to make a friend in class, someone you know you can trust and who will share their notes with you.

Make-Up or Late Work: Workshop and lab assignments cannot be made up under any circumstances. In-class essays cannot be made up except in extreme circumstances such as hospitalization of the student or a death in the student's immediate family (parent, child, sibling, significant other), with proper documentation. Excused and/or unexcused absences will be determined at the discretion of the instructor.

Late papers are allowed in this class. However, late essays turned in one day late will be penalized by 10 percent, regardless of your reasons for failing to submit the essay on time. Late papers submitted more than two days after the original due date will be penalized by 50 percent. Failure to turn in all parts of an assignment (including required hard copies of sources) is the same as not submitting the assignment at all. Late essays will receive minimal—if any—commentary.

Revisions: You will be allowed to revise one—and only one—essay for an improved grade. Revised essays must be submitted no later than the last day of class before final exam week. Grades for revised essays will be an average of the score for the original essay and the score for the revised essay. Revised essays must be actual revisions of a previous draft. In most cases, revised essays must go beyond making simple editorial changes; instead, they should address larger drafting concerns. Revising an essay is no guarantee of an improved grade. You may also be required to revise an essay on occasion; if so, your instructor will let you know what changes need to be made and set up a deadline for the revision.

Withdrawal Policy: See the current *Collin Registration Guide* for the last day to withdraw. The last date to withdraw from the course is October 16, 2015.

Americans with Disabilities Act: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Collin College Academic Policies: See the current *Collin Student Handbook*.

Scholastic Dishonesty

From the Collin Student Handbook, Chapter 6: Student Code of Conduct Violations

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Collin College may initiate disciplinary proceedings against a student or prospective student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list, and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means. Scholastic dishonesty shall include, but is not limited to, one (1) or more of the following acts.

1. **Cheating** includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during an examination; the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using someone else's work for an assignment as if it were one's own;

submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course.

2. **Collusion** includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers.

3. **General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; and/or falsifying academic records or documents. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.

4. **Plagiarism** includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance with American Psychological Association (APA) Style, Modern Language Association (MLA) Style, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor.

Cougarmail: All e-mail communication with your instructor must be through your Cougarmail or MelissaISD account. Your instructor will not respond to any e-mails that come from outside e-mail addresses.

Class Cancellation: In case of class cancellation (due to weather, illness, or any other reason) keep up with the assigned reading and check our CANVAS course page and your Cougarmail e-mail for assignments so that you don't get behind. You will be responsible for keeping up with the required work regardless of class cancellation. Papers submitted through CANVAS will be due regardless of class cancellation.

Disruptive Behavior: Certain behaviors disrupt the educational process of the class and will not be tolerated. These include verbal outbursts, talking during class, text-messaging, arriving after class has begun, leaving before class is dismissed, getting up in the middle of a lecture or discussion to go to the bathroom or to toss something in the trash can or to sharpen a pencil, etc. When a student engages in disruptive behavior, he/she should expect the instructor to 1) make a note of it, 2) pull him/her aside to discuss the disruptive behavior, 3) ask the student to leave the class, and/or 4) report the disruptive behavior to the Dean of Students who will evaluate the situation and take appropriate disciplinary action. **Note:** All cell phones, laptops, and other electronic devices must be turned off and put away in a purse, backpack, or pocket before class begins. These devices should never be in your hand or on your desk during class.

Writing Center: All students are encouraged to visit the Writing Center on campus for assistance with writing assignments. In addition, the Writing Center will periodically offer Writing Workshops that will address various areas of the writing and research process. Remember that as part of the Lab portion of this class, you may choose to visit the Writing Center or participate in a Writing Center Workshop. You are encouraged to make use of the Writing Center which is located in Room A-104; the Writing Center phone number is 972-548-6857.

Tutoring: Group or Online Tutoring is available for ENGL 1301. To participate in group tutoring, fill out a Tutor Request Form which is available in Room D-117 or online at <http://www.collin.edu/studentresources/tutoring/index.html>. Tutoring is free of charge to all Collin College students, and you may begin attending group tutoring at any point in the semester.

Course Calendar: This course calendar is for proposed due dates of major assignments, exam dates, projects, etc. Note that this syllabus and course schedule may change to meet the needs of the class. When changes occur, I will let you know in writing in class or by e-mail.

Week 1

August 28-31 Introduction to Course, Syllabus
Canvas
Plagiarism
MLA Page Layout (see page 524, *Norton*)
Intro to Grammar Assignments

Week 2

Sept 4-7 Read Chapters 1-4, 6—"Purpose," "Audience," "Genre," "Stance" and "Writing in Academic Contexts" (page 3-15, 19-24 *Norton*)
Read Chapters 22, 24-25—"Writing as Inquiry," "Generating Ideas and Text," and "Drafting" (pages 251-254, 259-268, *Norton*)

Week 3

Sept 10-14 Read Chapter 8—"Analyzing Texts" (pages 52-86, *Norton*)
Essay #1 Assigned: Analysis
Sample Analysis Paper
Grammar/Punctuation Presentations: sentence fragments

Week 4

Sept 17-21 Read Chapters 30 & 31—"Beginning and Ending" and "Guiding Your Reader" (pages 299-317, *Norton*)
Read Laurel Thatcher Ulrich, "Well-Behaved Women Seldom Make History" (pages 656-665, *Norton*) and Tori Bosch, "First Eat all the Lawyers" (pages 651-654, *Norton*)
Grammar/Punctuation Presentations: comma splices and run-on sentences

Week 5

Sept 24-28 Read Chapters 26, 27, & 28—"Assessing Your Own Writing," "Getting Response and Revising," and "Editing and Proofreading" (pages 269-286, *Norton*)
Peer Review (Bring two copies of a typed, two-page draft to class)
Grammar/Punctuation Presentations: subject-verb agreement

Week 6

Oct 1-5 Essay #1 due (via *TurnItIn.com* by 11:59 p.m.)
Essay #2 assigned
Read Chapter 13—"Evaluations" (pages 164-172, *Norton*)
Sample Evaluation
Grammar/Punctuation Presentations: pronouns

Week 7

Oct 9-12 Read Chapters 47 & 48—"Quoting, Paraphrasing, and Summarizing" (pages 462-474, *Norton*) "Acknowledging Sources, Avoiding Plagiarism" (pages 475-479, *Norton*)
Read Jody Rosen, "Born This Way: Lady Gaga's New Album Is a Pop Rapture" (pages 765-768, *Norton*)
Grammar/Punctuation Presentations; parallelism

Week 8

Oct 15-19 Read Dana Stevens, "The Help: A Feel-Good Movie That Feels Kind of Icky" (pages 775-777, *Norton*)
Peer Review (bring two copies of a typed draft at least two full pages long to class to be reviewed by your classmates)
Grammar/Punctuation Presentations: commas

Week 9

Oct 22-26 Essay #2 Due (via *TurnItIn.com* by 11:59 p.m.)
Essay #3 Assigned (Argument)
Grammar/Punctuation Presentations: semicolons, colons, and apostrophes
Read Chapters 10 & 33—"Arguing a Position" and "Arguing" (pages 119-149 and 323-341, *Norton*)

Week 10

Oct 29-Nov 2 Library Orientation
Sample Argument Paper
Group Presentations Assigned
Research & Writing Day: Come to class prepared to work on electronic research using the Collin College Library's online resources.

Week 11

Nov 5-9 Read Chapter 44, 45, & 46—"Finding Sources," "Evaluating Sources," and "Synthesizing Ideas" (pages 432-461)
Work on Group Presentations (Read your group's assigned essay from the Nov. 5

scheduled reading)

Research & Writing Day: Come to class prepared to work on electronic research using the Collin College Library's online resources.

Week 12

Nov 12-16 Read Alex Weiss, "Should Gamers Be Prosecuted for Virtual Stealing?" (pages 727-729, Norton); Nicholas Carr, "Is Google Making Us Stupid" (pages 731-744, Norton); Joseph E. Stiglitz, "Of the 1%, by the 1%, for the 1%" (pages 746-753, Norton); and Grant Penrod, "Anti-Intellectualism: Why We Hate Smart Kids" (pages 754-757, Norton)
ARGUMENTATION GROUP PRESENTATIONS

Week 13

Nov 26-30: Read Chapters 49 & 50—"Documentation" and "MLA Style" (pages 480-532, Norton)

Week 14

Dec 3-7: Peer review workshop
Essay #3 Due in Canvas by 11:59 p.m)
Read Chapter 18—"Reflections" (pages 214-221, Norton)

Week 15 Final Exam: In class Essay #4, Tuesday, December 11th.

GRADE OVERVIEW	
ASSIGNMENT	POINT VALUE
Essay #1	150
Essay #2	150
Essay #3	200
Essay #4	100
Workshop	100
Argumentation Presentation	100
Grammar Presentation	100
Grammar Practice/Lab	100
Total Possible Points	1000 points